



**STATE OF LOUISIANA**  
**Division of Administration**  
**Office of Technology Services**

On behalf of Louisiana Department of Education

**REQUEST FOR INFORMATION (RFI)**

**For**

**An Early Childhood Data System and/or Birth through Grade 12 Data System**

**RFI #: 815200-20160720001**

**July 20, 2016**

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## 1.0 Purpose of the Request for Information

The State of Louisiana Division of Administration/Office of Technology Services (OTS), on behalf of the Louisiana Department of Education (LDE) is seeking information to better understand the current capabilities vendors can provide in the design, development and implementation of an Early Childhood Education Data System (ECDS) solution that supports expansion to a comprehensive birth through grade twelve (12) system. Using the information provided by vendors in response to this Request for Information (RFI), the State of Louisiana will make a determination regarding the future strategy and vision for the Early Childhood and Elementary/Secondary Education systems. It is the State's vision that the final solution will require the partnership of multiple vendors to provide an effective solution which leverages existing state investments, while allowing flexibility for future expansion at the lowest cost.

The State encourages interested parties who possess applicable ECDS, educational, or other data system knowledge to respond to this Request for Information (RFI). Vendors who possess applicable expertise to design, develop, implement and support an appropriate solution or who have the capability of providing a commercial off-the-shelf (COTS) solution, configurable and customizable to meet the State's needs, are encouraged to participate in this response. The State is interested in receiving creative and effective ideas to assist in the development of a Request for Proposal (RFP) for a solution that will support early childhood programs with the potential for expansion to a final birth through grade twelve (12) system.

Louisiana is currently in a [multi-year effort](#) to unify its early childhood system and improve kindergarten readiness. To address a fragmented early childhood system that prepares only 54 percent of children for kindergarten, Louisiana passed a law ([ACT 3](#), 2012 legislative session) to unify preschool, Head Start and child care programs into a statewide early childhood network. By empowering families with choice and ensuring easy access to high quality options, the state seeks to start every child on track for success. To assist with this endeavor, LDE is interested in a system that is seamless from birth through grade twelve (12). Therefore, although the state is focusing on an Early Childhood Data System, LDE prefers the new system be designed and developed with the capacity to expand to become a birth through grade twelve (12) system.

## 2.0 Objectives of the Request for Information

The State is issuing this RFI for planning purposes only with the intent of determining the approach to obtain vendor services. This RFI should not be construed as a solicitation for services or an RFP, nor should it be construed as an obligation on the part of the State to purchase services. This RFI is not a means of pre-qualifying vendors for any subsequently issued RFP related to this RFI. The information obtained through this RFI is intended to assist the State in:

- Understanding the level of interest and availability of potential vendors that could provide an ECDS solution to the State of Louisiana that allows for the potential expansion to a comprehensive birth through grade twelve (12) system.

- Gaining a complete understanding of comprehensive data system business models and industry best practices.
- Identifying issues, roadblocks, and barriers to successful data system implementations.
- Providing suggestions for a phased implementation for the LDE that implements federal and state mandates in a cost effective manner.
- Identify other benefits of leveraging an ECDS and birth through grade twelve (12) solution.

LDE is preparing to procure a solution to address the immediate needs of its Early Childhood education programs with the necessary capabilities and flexibility of modern, integrated applications that paves the way for a birth through grade twelve (12) integration. The system will replace several legacy applications, integrate others, and address functional requirements to allow the LDE and its partners across the state to more efficiently and effectively provide high quality educational services beginning in a child's earliest years. The new data system will increase the capacity of the LDE, local school systems, childcare providers, and individual classroom teachers to use data to drive academic improvement, especially for Louisiana's youngest children.

Participation in this RFI is voluntary, and all costs incurred are at the expense of the submitter. The state will not pay for any costs related to the preparation and submission of a response to this RFI.

All submissions in response to this RFI will become the sole property of the State and will not be returned to the Respondent. The provisions of the Louisiana Public Records Act (La. R.S. 44.1 *et. seq.*) apply to this RFI. Pursuant to this act, all proceedings, records, contracts, and other public documents relating to this RFI shall be open to public inspection. Respondents should refer to the Louisiana Public Records Act for further clarification, including protections sought for proprietary and/or trade secret information. Respondents are reminded that any material within a response to this RFI identified as confidential or proprietary must be specifically identified and clearly marked "confidential" in order to claim protection, if any, from disclosure. Any response marked as confidential or proprietary in its entirety may be rejected without further consideration or recourse.

If the Respondent's response contains confidential information, the Respondent should also submit a redacted copy of their response along with their original response. The redacted copy of the response will be the copy produced by the State if a person seeks review or copies of the Respondent's response. **If the Respondent does not submit a redacted copy, it will be assumed that any claim to keep information confidential is waived.**

Respondent shall be prepared to defend the reasons why the material should be held confidential. By submitting a response with data, information, or material designated as containing trade secrets and/or privileged or confidential proprietary information, or otherwise designated as "confidential," the Respondent agrees to indemnify (including attorney's fees) the State and hold the State harmless against all actions or court proceedings that may ensue, which seek to order the State to disclose Respondent's information.

### 3.0 Background

The LDE examined the current business process, procedures, and information systems supporting its Early Childhood programs and identified many disparate software applications that serve multiple business functions. These applications perform a host of services including:

- child eligibility for CCDF subsidies
- child care licensing
- child care provider payments
- integration with K- grade twelve (12) programs

The legacy systems for both Early Childhood and K-grade twelve (12) are difficult to maintain for various reasons including the age of the applications and their respective IT infrastructures. The incongruent nature of the data and lack of integration created by these systems results in redundant data entry, maintenance delays, and technical difficulty in providing a cohesive unified view of the education status in Louisiana.

In addition, because the majority of the State’s data systems were created to hold K-grade twelve (12) information, there is no comprehensive early childhood data. For example, LDE collects federally required data on students who participate in special education programs, namely those related to Individuals with Disabilities Act (IDEA) however, there is no transactional access to quality data on other critical programs that serve children from birth to age five (5). The data currently collected for the Early Childhood program is manually pulled from multiple sources that are designed to fulfill their own specific and unique purposes making much-needed analysis difficult and time consuming.

The figure below depicts existing Early Childhood and K-grade twelve (12) systems.

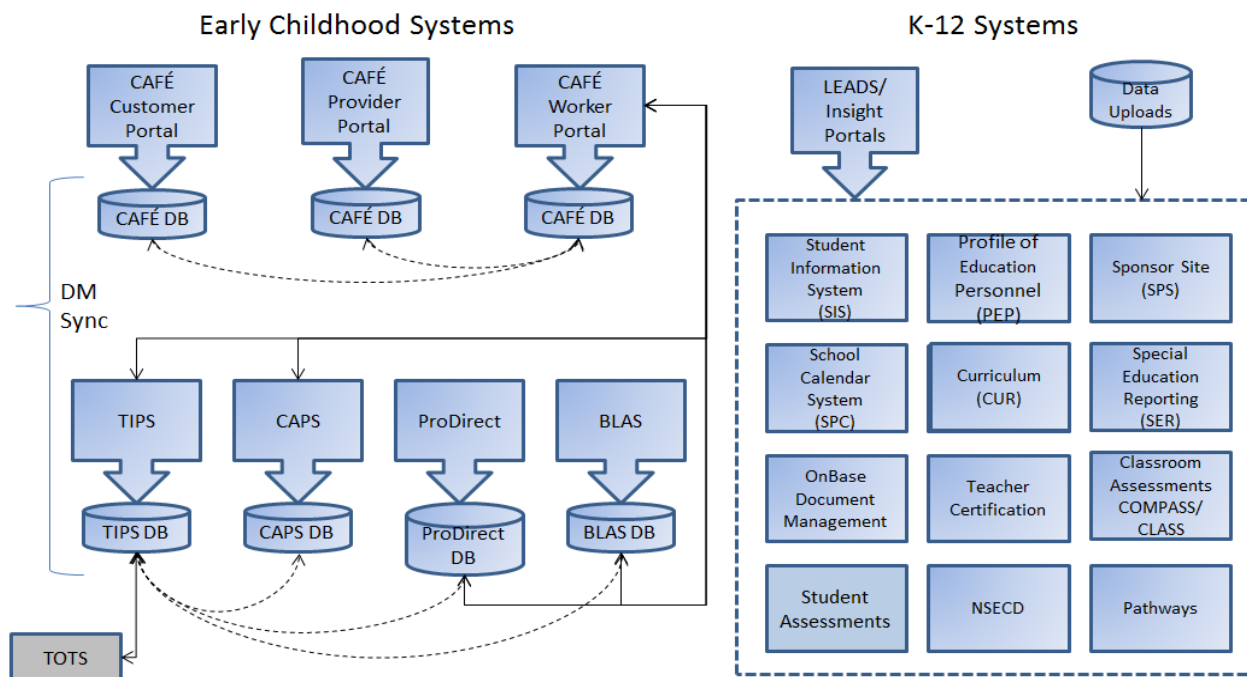


Figure 1 - Current Environment

The Early Childhood Systems on the left access the legacy systems through a Common Access Front End (CAFÉ), that track, certify and process applications, track attendance, license and pay various types of childcare centers and providers of childcare services. See Glossary for system definitions.

The systems on the right represent data collected, via uploads from local school systems, into various and dissimilar K-grade twelve (12) systems where it is used for federal reporting. Additional data collected within these systems include accountability and assessment data, student, teacher, curriculum and certification data, etc. The applications support public school K-grade twelve (12) programs as well as a range of early childhood programs across multiple settings (e.g., childcare centers, Head Start, public school).

The Figure below describes a high-level vision of how the ECDS solution is intended to integrate with the existing Enterprise Architecture and CAFÉ User Portals.

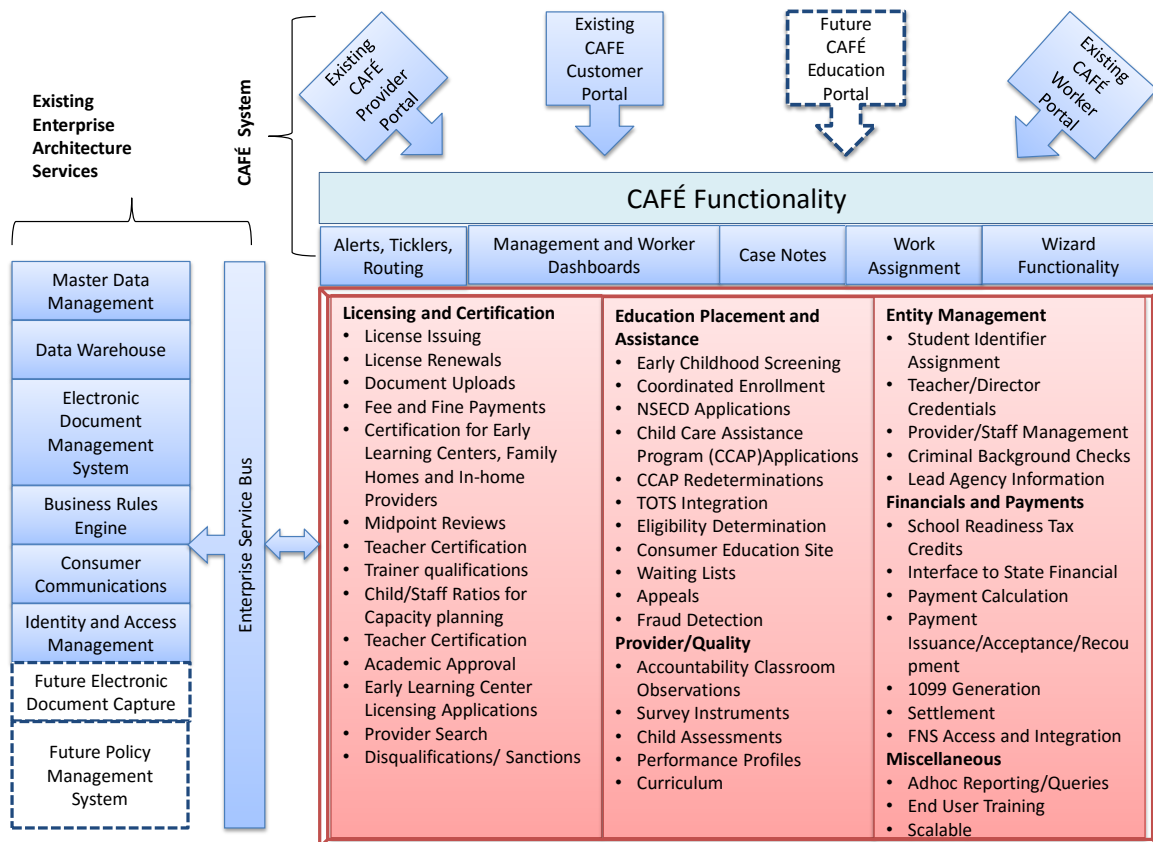


Figure 2 - Proposed Strategic Direction

The existing State Enterprise Architecture and CAFÉ User Portals are shown in blue. Functionality being identified in this RFI is represented in the red ECDS functional area. The State envisions a system that could utilize the Enterprise Architecture components while also utilizing the customizable CAFÉ user interface portals.

## Enterprise Architecture

As a result of a Louisiana Department of Health project in support of its Medicaid modernization project, OTS is establishing an enterprise-level infrastructure of shared software components. This infrastructure may be leveraged by all state agencies in support of current and/or future IT projects. All system components are designed for high-availability and high reliability. One key component is Identity and Access Management and Single Sign On portal for both internal (state users) and external users (public users) that is integrated with the existing state active directory system. This system standardizes and streamlines authentication and authorization processes for all on-boarded agency business applications. All components of the EA can be integrated into applications using a robust suite of API endpoints.

There are currently seven (7) EA components:

- Identity Access Management/SSO (CA Identity Manager/Identity Suite)
- Enterprise Service Bus (Software AG webMethods)
- Master Data Management (IBI OmniGen)
- Data Warehouse (Pentaho)
- Electronic Document Management (IBM Content Manager)
- Business Rules Engine (IBM Operational Decision Manager)
- Consumer Communications (HP Exstream)

All EA components must be accessed through the Enterprise Service Bus, and user authentication, access management, and other profile information must use the Identity and Access Management component. Once authenticated, role-based authorization would provide access management to LDE Early Childhood system components. Any or all of the other five components can be used to accommodate the agency's business needs.

Application data must be stored in its own application-specific databases. If desired, the Data Warehousing component can be used to provide reporting capabilities from these data stores. The Master Data Management system allows applications to validate entities, such as clients or providers, against a statewide "golden-record" to help agencies reconcile information on these entities that may exist in disparate systems. Applications could interface with the Business Rules Engine standardized processing of business logic. The Electronic Document Management system could be used as the central repository for all documents. The Consumer Communications module can be used to generate batch mailings, texts, or faxes using standard templates.

## CAFÉ User Interfaces

The Common Access Front End (CAFÉ) is used for business by LDE and the Department of Children and Family Services staff, clients, providers and vendors. As a front-end system, the CAFÉ Worker Portal provides a single point of entry to the legacy systems allowing staff to manage and complete their work. CAFÉ streamlines work processes by linking external and internal-facing systems.

The architecture for CAFÉ User Portal solution is based on a reusable framework that is flexible, scalable, and built on a Service Oriented Architecture (SOA) that conforms to open standards.

The Customer Portal represents a transfer solution that is built from Georgia COMPASS, a J2EE based application with demonstrated quality, scalability, and performance. The Worker Portal is a Rich Internet Application (RIA) developed using Adobe Flex and Java technologies to enhance user experience, scalability and performance. The CAFÉ application provides a single point of access allowing workers to log into a portal using their DCFS-issued user ID and password. An ultra-thin client topology accommodates multiple client machine configurations since the entire functionality can be accessed using standard web browsers such as Internet Explorer. Users logging in to a centralized web portal receive the appropriate level of access through the OTS DCFS Novell security infrastructure and CAFÉ implementation of role based access control.

Interfacing with the CAFÉ User Portal and Enterprise Architecture is not a mandatory requirement for responding to this RFI.

### Current State Analysis

The following is a high-level list of statistics including number of State users, clients, sites, teachers, etc. for both Early Childhood and grades K-grade twelve (12). These are estimates only and are not a complete view of current state investments.

#### EARLY CHILDHOOD

1. 869 State users across 14 applications (duplicate users in some applications)
2. 12,000 child care CCDF subsidy participants
3. 4000 child care CCDF subsidy applications processed per month
4. 489 public pre-K sites (LA4 Sites)
5. 51 private pre-K sites (NSECD Sites)
6. Licensing
  - a. Type I Early Learning Centers -309 sites
  - b. Type II Early Learning Centers -161 sites
  - c. Type III Early Learning Centers -1049 sites (includes Head Start/Early Head Start sites)
7. Certification
  - a. Family Child Care Providers – 477 sites
  - b. Type III Early Learning Centers - 1984 sites
8. Licensing Inspections of Early Learning Centers - 5,200 conducted annually

#### K - Grade12

1. 750,000 students (includes birth through grade twelve (12), early childhood and K-grade twelve (12) students)
2. 48,000 teachers (includes birth through grade twelve (12), early childhood and K- grade twelve (12) teachers)



3. 1436 sites (includes birth through grade twelve (12), early childhood and K- grade twelve (12))

#### 4.0 Administrative Information

Respondents may submit written inquiries to the RFI Coordinator via email according to the Schedule of Events provided herein.

OTS shall provide responses to all written inquiries, according to the Schedule of Events, in the form of an RFI addendum, posted to the LaPAC at:

<https://wwwcfprd.doa.louisiana.gov/osp/lapac/pubMain.cfm>

##### RFI Coordinator

1. Requests for copies of the RFI and written questions or inquiries must be directed to the RFI coordinator:

Matthew Vince  
Office of Technology Services  
P.O. Box 94095  
Baton Rouge, LA 70804-9095  
Phone: 225-342-7105  
Fax: 225-219-9465  
Email: [pmo@la.gov](mailto:pmo@la.gov)

2. All communications relating to this RFI must be directed to the RFI Coordinator named above. All communications between Respondents and OTS/LDE staff members concerning this RFI will be strictly prohibited.
3. This RFI is available in PDF format at the following web link:  
<https://wwwcfprd.doa.louisiana.gov/osp/lapac/pubMain.cfm>

##### Schedule of Events

All responses must be received according to the following schedule. OTS reserves the right to revise this Schedule of Events at any time.

Schedule of Events		
Public Notice of RFI	July 20, 2016	
Deadline for Respondent Inquiries	August 4, 2016	4:00 PM CT
Deadline for OTS Response to Inquiries	August 11, 2016	
Deadline for Receipt of RFI Responses	August 26, 2016	4:00 PM CT

##### Response Submission

Response submissions must include seven (7) hardcopies and two (2) flash drives submitted via U.S. Mail, courier, or hand-delivered to:

If courier mail or hand-delivered

Matthew Vince  
Office of Technology Services  
Claiborne Building  
1201 N. Third St., Suite 2-130  
Baton Rouge, LA 70802

If delivered by U.S. Mail

Matthew Vince  
Office of Technology Services  
P.O. Box 94095  
Baton Rouge, LA 70804-9095

All responses must be received by the due date and time indicated on the Schedule of Events. Responses received after the due date and time may not be considered. It is the sole responsibility of each Respondent to assure that its response is delivered at the specified location prior to the deadline. Responses which, for any reason, are not so delivered may not be considered.

All responses become the property of the State and will not be returned to the Respondent. The State retains the right to use any and all ideas or adaptations of ideas contained in any document received in response to this solicitation. All responses received become subject to the Louisiana Public Records Act.

### Format of Response

All responses shall be submitted in hardcopy and digital format (PDF or Word is required), not to exceed 120 pages, in 10pt. or larger size font according to the following outline:

- Administrative Information

Responder shall provide the following administrative information:

- Company Name
- Division/Location
- Headquarters Location
- Total Number of Employees
- Contact Name
  - Title
  - Email Address
  - Phone Number

- Corporate Background and Experience

Responder shall provide a brief description of their company, including a brief history, corporate structure, and organization and the number of years in business.

- Business Model for Contracting of Services

Responder shall describe its approach to the contract process for its services should it be awarded a contract through a subsequent RFP, but without providing any cost information in its response.

- Approach and Methodology

Responder shall describe its proposed solution including delivery of services.

- Implementation Timeframe of Solution

Responder shall indicate the minimum timeframe from contract execution to full implementation for its solution, inclusive of hardware and software acquisition, configuration, design, development and testing.

*\*No cost information shall be included in this RFI response.*

## 5.0 Optional Discussion Session

To solicit feedback and ask follow-up questions based upon vendor RFI responses, OTS reserves the right at its sole discretion to conduct a structured “discussion” for Respondents to this RFI only. If the “discussions” are scheduled to take place, the discussion session will begin with a presentation by OTS. Following the presentation, State representatives and the vendor community will participate in a structured question and answer session. An agenda, specific questions and other expected topics for discussion will be e-mailed to the vendor prior to the discussion. Respondents may be asked to give a presentation/demonstration.

## 6.0 Questions by Category

In addition to the information requested to be submitted in the Format of Response section, the Respondent should include responses to the following questions. Some of the questions contained in this section may not be relevant to your particular situation, system, or experience. Please answer all questions and share your ideas. The purpose of this RFI is to gather information and foster discussion.

### 6.1 General

1. Provide your company’s definition of an ECDS, K – grade twelve (12) system, and a birth through grade twelve (12) system.
2. Please describe how your solution handles uploading large documents using various web browsers (Internet Explorer, Firefox, etc.) and supported or unsupported versions of those browsers. Does your solution have any innovative ways to index files upon upload?
3. Provide an overview of your company’s ECDS business model and, if applicable, a birth through grade twelve (12) system, strategy, and scope of services. Do NOT include sales or marketing-related materials unless it includes pertinent information specific to the response.
4. If your company does not currently have an existing ECDS or a birth through grade twelve (12) system, how would you build this type of system?

5. Has your company implemented a similar ECDS solution in a State, Federal government agency or large municipality or county? If so, what was the outcome relative to the following:
  - a. Planning and assessment
  - b. Deployment and implementation
  - c. Management and support
  - d. Efficiencies achieved
  - e. Quantifiable savings
  - f. Include specific details as to the size of the areas where the solution was implemented and the actual implementation timeframes.
6. Has your company implemented a comprehensive birth through grade twelve (12) solution in a State, Federal government agency or large municipality or county? If so, what was the outcome relative to the following:
  - a. Planning and assessment
  - b. Deployment and implementation
  - c. Management and support
  - d. Efficiencies achieved
  - e. Quantifiable savings
  - f. Include specific details as to the size of the areas where the solution was implemented and the actual implementation timeframes.
7. What challenges have been encountered when implementing an ECDS, K- grade twelve (12) and/or birth through grade twelve (12) solution with government clients? Detail any technical delays, operational barriers or policy questions that may have occurred and how they were resolved.
8. How does your system capture, measure and report accountability and assessment metrics for students and classrooms?
9. How does your system support the ability for remote locations across the State to enter data into a central location? How would you approach data entry or the capture of data from very remote locations with no/limited Internet access?
10. How has your company handled converting data duplicated across multiple tables into a common table? How is one true picture of the data resolved?
11. Describe your company's experience in providing a middleware solution.
12. Are there certain metrics that should be measured or tracked in merging or implementation of an ECDS integration with a K- grade twelve (12) system? If so, please describe.

13. What is the typical project timeframe required to implement a fully integrated ECDS solution? Be specific as to the various stages of implementation, such as assessment, deployment, and ongoing support.
14. What is the typical project timeframe required to implement a fully integrated birth through grade twelve (12) solution? Be specific as to the various stages of implementation, such as assessment, deployment, and ongoing support.
15. How does your system approach fraud prevention, prediction and detection?
16. Describe your company's experience in providing IT Security and especially meeting IT Education security standards.
17. What leading industry practices would you recommend to users in managing data to improve care and education in early childhood? Does your system provide analytics or other key metrics to analyze trends? What innovative features does your product use for management reporting? Please describe.
18. What leading industry practices would you recommend in managing or collecting data that will improve how educators support their K- grade twelve (12) students? Does your system provide analytics or other key metrics to analyze trends? What innovative features does your product use for management reporting? Please describe.
19. Does your system support post-secondary education data collection? If so, please describe.

## 6.2 Hardware & Software

1. Provide the type of equipment required by your company's ECDS solution and/or birth through grade twelve (12) system. Do you support multiple manufacturers and existing equipment or is your ECDS solution hardware dependent?
2. Describe the WAN/LAN network requirements for your solution. Describe key dependencies and connectivity requirements.
3. Who owns the equipment under your company's solution?
4. What is your recommended approach for leveraging existing State owned or leased equipment and how to update these models over time?
5. What are the recommended features for ensuring security and privacy of data? How is information security handled in your software?
6. What is your recommended strategy for implementing an ECDS and/or birth through grade twelve (12) system solution leveraging existing hardware?
7. Can data be submitted to the system from multiple different device types, i.e., PC, laptops, iPads, phones, other mobile devices? Please describe.

## 6.3 Services

1. Provide an overview of the key service areas and metrics that are part of your company's typical Service Level Agreement (SLA).
2. What is your recommendation for the type and frequency of training your company would provide to users? What types of training services do you offer?
3. What is your recommended hardware, software, and technician deployment approach given the existence of multiple State agency locations across the State? How does your organization handle decentralized client operations?
4. Describe your levels of on-site technical support. What is your recommendation for the type of helpdesk support to be provided and standard resolution timeframes for key activities such as software and equipment fixes, etc.?
5. What is your strategy for coordinating with other vendors and establishing clear roles and responsibilities under an ECDS, K- grade twelve (12) or birth through grade twelve (12) implementation? If significant subcontracting or teaming is utilized by your company in order to deliver these services, please address the administrative and management structure of such arrangements.
6. Have you ever developed and implemented a system that integrated with an Enterprise Architecture System? Please provide details about your specific product or solution. If your system does not integrate with Enterprise Architecture, please respond with any recommendations or relevant feedback.

#### 6.4 Pricing

1. Without providing the actual system costs in this response, please explain your company's ECDS, K- grade twelve (12) or birth through grade twelve (12) systems pricing model in detail. For example, is the pricing model on a tiered basis by number of users or is it modularly priced, etc.?
2. Is hardware pricing one-time or monthly?
3. Are services priced separately from the hardware/software? Please explain.
4. What information must the State gather and provide to potential bidders to respond to any potential RFP solicitations for ECDS and/or birth through grade twelve (12) system?

#### 6.5 Reporting

1. Describe the reporting features offered by your company to enable the customer to generate "canned reports."
2. Describe the reporting features offered by your company to enable the customer to generate "ad hoc" reports.
3. Describe your reporting capabilities in breaking down costs into separate cost pools. To what level can cost be broken down?
4. Describe suggested Service Level Agreements (SLA). How will your ECDS solution provide reports on meeting SLAs in terms of supporting the ECDS environment?

#### 6.6 Return on Investment

1. What are some of the key benchmarks used to measure solution savings? Separate hard dollar savings from soft productivity savings.
2. What opportunities should the State concentrate on to maximize its financial return on investment? What are the tradeoffs between speed of implementation, costs, and potential long term benefits?
3. Given the existence of the initiatives described in Section 1, what is your expectation for realistic and achievable implementation timeframes?
4. How can the State's current investments be leveraged to achieve a fully integrated system?

#### 6.7 Success Factors

1. What are the key reasons that comprehensive data projects fail or fall short of intended goals?
2. What are the major risks to comprehensive data projects and what strategies for risk mitigation do you recommend? What challenges would you see the State encountering as it moves forward with administering a comprehensive data system solution?
3. What challenges would you see the State encountering with streamlining to a birth through grade twelve (12) approach?

## Glossary of Terms

*BESE*- Board of Elementary and Secondary Education

*BLAS*- Licensing System used to issue and track licensure and requirements for early learning centers and monitoring of family child care providers and in-home providers

*Child Care Assistance Program (CCAP)*— Louisiana’s child care subsidy program

*Child Care Assistance Program System (CAPS)* - System used by the Child Care Assistance Program to determine the eligibility/continued eligibility of applicants/participants and to generate payments for childcare services to eligible providers on behalf of eligible clients

*Child Care and Development Fund (CCDF)* - Funds used to operate the child care programs conducted under the provisions of the Child Care and Development Block Grant Act, as amended including licensing, subsidy eligibility, and payments.

*Child Care Assistance Program (CCAP)*— program administered by the Louisiana Department of Education that determines subsidy eligibility for households (clients) and makes payments to child care providers for child care services provided to eligible low-income, working/going to school families.

*CLASS*®— The Classroom Assessment Scoring System® (CLASS) is an observation instrument developed to assess classroom quality in early childhood (toddler/pre-K) classrooms.

*Classroom*—see early childhood care and education classroom

*Classroom Assessment System* – See *CLASS*® and Compass

*Compass* – LDE’s educator support and evaluation system designed to provide all educators with regular, meaningful feedback on their performance.

*Curriculum (CUR)* - The purpose of the Curriculum System (CUR) is to identify classes and provide the link between teachers and students. Curriculum System (CUR) data are used for many purposes, including editing class codes in the Student Information System (SIS) and Profile of Educational Personnel System (PEP), calculating Instructional Minutes for classes, and verifying compliance with legislated requirements for minimum minutes and days of instruction.

*Data Uploads*- Periodic data transmissions from locations throughout the state to LDE’s K-grade twelve (12) system

*Early Childhood Care and Education Assessment (Assessment)*—observation-based process used to determine whether children ages birth to five (5) years are growing and developing across all the areas of development and learning provided

*Early Childhood Care and Education Classroom (Classroom)*—an infant, toddler or pre-K classroom

*Early Childhood Care and Education Performance Profile (Performance Profile)*—information regarding performance in preparing children for kindergarten that is reported each school year for each publicly-funded site and community network containing informational metrics. The information metrics include teacher: child ratios, curriculum, etc. The performance profile is presented in a way to provide families with information to choose a location that best meets the needs of their child.

*Early Childhood Care and Education Program (Program)*—an early learning center-based or school-based organization that is providing early childhood care and education to children ages birth to five (5) years who have not yet entered kindergarten, based on funding source (LA 4, NSECD, child care subsidy, Head Start, Early Head Start, pre-K Expansion Grant, etc.)

*Early Childhood Care and Education Site (Site)*—a distinct early learning center-based or school-based location that is providing early childhood care and education to children ages birth to five (5) years who have not yet entered kindergarten based on site type (child care, LA 4, NSECD, Head Start, Early Head Start) NOTE: A site can have multiple programs.



*Early Childhood Data System* – A comprehensive data system that securely links child level data across different Early Childhood Education programs and services, so that data systems can share unduplicated data about program participation, the services a child receives and developmental assessment data across programs and over time.

*Head Start and Early Head Start Programs*—federally-funded early childhood care and education programs that promote and teach school readiness to children ages birth to five (5) from low-income families. They provide services in the areas of education, social services for families, nutrition, family engagement, health and mental health, as well as providing the physical plant and instructional staff members for such purposes (42 USC 9801 *et seq.*, 45 CFR part 1300).

*Individuals with Disabilities Education Act (IDEA), Part B*—federal program administered by the Louisiana Department of Education that provides education funding for children with disabilities, ages three (3) through twenty one (21).

*LEADS/Insight Portal* – User interface to all K- grade twelve (12) systems.

*LA 4 Program*—the Cecil J. Picard LA 4 Early Childhood Program that provides funding for pre-K classrooms for four (4) year old children who are eligible to enter kindergarten the following school year.

*Nonpublic School Early Childhood Development Program (NSECD)*—Louisiana program administered by the Department of Education that provides funding for four (4) year old preschool in BESE-approved nonpublic schools and type III early learning centers

*OnBase Document Management System*- Document management system used by LDE to scan, store and track Early Childhood and K- grade twelve (12) System documents.

*Pathways System* - enrolls both child care and family child care teachers and documents their professional educational background and experience based on the degrees and professional credentials they have earned. Louisiana Pathways Career ladders are designed for administrators, child care center classroom teachers, and family child care providers who provide care in their own home. Enrolled participants may be eligible for School Readiness Tax Credits based on their level in the career ladder.

*Profile of Education Personnel (PEP)* -The Profile of Educational Personnel (PEP) system contains employee demographics, professional qualifications, job assignment, compensation, employment status, professional improvement program (PIP) information, salary, and attendance data.

*ProDirect*-Provider Directory- the software used to store provider information and case management processing information.

*Publicly-Funded Early Childhood Care and Education Program*—an early learning center-based or school-based organization that is providing early childhood care and education to children ages birth to five (5) years who have not yet entered kindergarten with funds from either CCAP, Early Head Start, Head Start, NSECD, LA 4 Program, 8(g) block grant, Title I of ESEA, IDEA part B, or that participates in the quality start child care rating system.

*Sponsor Site (SPS)*—The term *sponsor* refers to local school districts, Catholic school systems, technical college districts, other religious affiliated schools, private schools, etc. A *site* is any facility under the jurisdiction of a sponsor. For example, Baton Rouge High School is a site under East Baton Rouge Parish School District; Catholic High School is a site under Roman Catholic Diocese of Baton Rouge; The Sponsor Site (SPS) database is connected to each of the LDE databases by sponsor and site code. It contains basic demographic information on public, nonpublic elementary and secondary educational facilities, post-secondary educational institutions and other non-educational facilities. The demographic information includes the identification of each entity by name, district number, superintendent or chief administrator, school name, location by address, type of facility, type of funding received, grades taught and other sponsor and school identifying information.

*Special Education Reporting (SER) system* – Statewide special education database for State and Federal reporting, containing Individual Education Plans, post school transition data and IDEA child counts.

*Student Assessment System*- is a comprehensive assessment system that spans the years from birth through third (3<sup>rd</sup>) grade and incorporates the *Common Core State Standards (CCSS)* for K-3. It covers many essential areas of development and learning, including social, emotional, physical, language, cognitive, literacy, and math.

*Student Information System (SIS)* - stores student demographic data, enrollment, attendance and disciplinary history, as well as projected class schedules.

*School Calendar System (SPC)*- provides automated school calendars that identify school instruction time. School calendars are used to calculate average daily attendance and enrollment and to verify compliance with legislated requirements for minimum minutes and days of instruction.

*Teacher Certification System*- tracks credentialing of teachers and other school personnel including early childhood through grade twelve (12).

*Type III Early Learning Center*—an early learning center that directly or indirectly receives State or Federal funds from any source other than the federal food and nutrition programs.

*Tracking, Information and Payment System (TIPS)* - system through which provider information, including provider banking information, is accessed and updated.

*Tracking of Time Services (TOTS)* - a third party electronic time and attendance process used to calculate CCAP payments to providers based upon attendance data. Finger images are scanned upon entry and exit at a CCAP certified Type III early learning center and are used verify and calculate attendance. Interactive Voice Recording is used for family childcare providers, in-home providers and schools administering the CCAP program.